

**ALASKA STATE LEGISLATURE  
HOUSE LABOR AND COMMERCE STANDING COMMITTEE**

March 22, 2021

4:01 p.m.

**MEMBERS PRESENT**

Representative Zack Fields, Co-Chair  
Representative Ivy Spohnholz, Co-Chair  
Representative Calvin Schrage  
Representative Liz Snyder  
Representative David Nelson  
Representative James Kaufman  
Representative Ken McCarty

**MEMBERS ABSENT**

All members present

**COMMITTEE CALENDAR**

HOUSE BILL NO. 117

"An Act extending the termination date of the Board of Certified Direct-Entry Midwives; and providing for an effective date."

- HEARD & HELD

HOUSE BILL NO. 132

"An Act relating to technical education and apprenticeships; relating to concurrent vocational education, training, and on-the-job trade experience programs for students enrolled in public secondary schools; relating to child labor; and providing for an effective date."

- MOVED CSHB 132 (L&C) OUT OF COMMITTEE

CONFIRMATION HEARING(S)

Alaska Labor Relations Agency

Tyler Andrews - Anchorage

- CONFIRMATION(S) ADVANCED

State Board of Registration for Architects, Engineers & Land Surveyors

Fred Wallis - Healy  
Robert "Bob" Bell - Anchorage  
Jeffrey Garness - Anchorage  
Loren Leman - Anchorage  
Edward Leonetti - Anchorage  
Randall Rozie - Fairbanks

- CONFIRMATION(S) ADVANCED

Workers' Compensation Appeals Commission

Deidre Ford - Anchorage  
Amy Steele - Anchorage

- CONFIRMATION(S) ADVANCED

State Board of Physical Therapy & Occupation Therapy

Lisa Radley - Anchorage  
Rebecca Dean - Fairbanks  
Jodi Pfieffer - Fairbanks

- CONFIRMATION(S) ADVANCED

**PREVIOUS COMMITTEE ACTION**

BILL: HB 117

SHORT TITLE: EXTEND BOARD OF DIRECT-ENTRY MIDWIVES

SPONSOR(S): REPRESENTATIVE(S) ORTIZ

03/01/21	(H)	READ THE FIRST TIME - REFERRALS
03/01/21	(H)	L&C, FIN
03/22/21	(H)	L&C AT 3:15 PM DAVIS 106

BILL: HB 132

SHORT TITLE: SCHOOL APPRENTICESHIP PROGS; TAX CREDITS

SPONSOR(S): LABOR & COMMERCE

03/10/21	(H)	READ THE FIRST TIME - REFERRALS
03/10/21	(H)	L&C, EDC, FIN
03/15/21	(H)	L&C AT 6:30 PM BARNES 124
03/15/21	(H)	Heard & Held
03/15/21	(H)	MINUTE (L&C)
03/22/21	(H)	L&C AT 3:15 PM DAVIS 106

**WITNESS REGISTER**

REPRESENTATIVE DAN ORTIZ  
Alaska State Legislature  
Juneau, Alaska

**POSITION STATEMENT:** Introduced HB 117 as prime sponsor.

KRIS CURTIS, Legislative Auditor  
Legislative Audit Division  
Juneau, Alaska

**POSITION STATEMENT:** Presented the legislative audit on the Board of Certified Direct Entry Midwives during the hearing on HB 117.

BETHEL BELISLE, Chair  
Board of Certified Direct-Entry Midwives  
Division of Corporations, Business, and Professional Licensing  
Department of Commerce, Community, and Economic Development  
Anchorage, Alaska

**POSITION STATEMENT:** Provided testimony during the hearing on HB 117.

SARA CHAMBERS, Director  
Division of Corporation, Business, and Professional Licensing  
Department of Commerce, Community and Economic Development  
Juneau, Alaska

**POSITION STATEMENT:** Provided testimony and answered questions during the hearing on HB 117.

JOHN HAKALA, State Director  
Office of Apprenticeship  
Employment and Training Administration  
U.S. Department of Labor  
Anchorage, Alaska

**POSITION STATEMENT:** Offered a PowerPoint presentation during the hearing on HB 132.

#### **ACTION NARRATIVE**

[4:01:33 PM](#)

**CO-CHAIR ZACK FIELDS** called the House Labor and Commerce Standing Committee meeting to order at 4:01 p.m. Representatives Fields, Spohnholz, Snyder, and Schrage were present at the call to order. Representatives McCarty, Kaufman, and Nelson arrived as the meeting was in progress.

#### **HB 117-EXTEND BOARD OF DIRECT-ENTRY MIDWIVES**

4:02:18 PM

CO-CHAIR FIELDS announced that the first order of business would be HOUSE BILL NO. 117, "An Act extending the termination date of the Board of Certified Direct-Entry Midwives; and providing for an effective date."

4:02:28 PM

REPRESENTATIVE DAN ORTIZ, Alaska State Legislature, introduced HB 117 as prime sponsor. He explained that the bill would extend the termination date for the Board of Certified Direct-Entry Midwives to June 30, 2023, as recommended by the Division of Legislative Audit (DLA). He said that the board is composed of five members: two direct-entry midwives, one physician, one certified nurse midwife, and one public member. Statute dictates the responsibilities of the board, he said, which include examining and issuing certificates and permits, establishing regulations for certification and practice requirements, ordering disciplinary actions, and approving curricula and standards for education and training. He noted that the bill has a nearly \$22,000 fiscal note, which would be paid for by the revenue from license fees.

4:04:33 PM

KRIS CURTIS, Legislative Auditor, Legislative Audit Division, presented the legislative audit [included in the committee packet] on the Board of Direct-Entry Midwives, titled "A Sunset Review of the Department of Commerce, Community, and Economic Development, Board of Certified Direct-Entry Midwives (board)." She explained that the purpose of the audit is to discover whether the board is serving the interests of the public and whether it should be extended. She read the report conclusions on page i of the audit, which read as follows [original punctuation provided]:

Overall, the audit concluded that the board served the public's interest by conducting meetings in accordance with state laws and effectively certifying midwives. The board adopted regulatory changes to improve the profession, but failed to pursue statutory changes due to concerns over related costs. Additionally, the audit found the peer review process was not effectively monitored by the board and improvements were needed over the Division of Corporations,

Business and Professional Licensing's (DCBPL) investigative process.

In accordance with AS 08.03.010(c)(8), the board is scheduled to terminate on June 30, 2021. We recommend the legislature extend the board's termination date two years, to June 30, 2023, which is significantly less than the eight-year maximum allowed in statute. The reduced extension is due to an issue identified during the audit that may impact the board's ability to protect the public and the board's reluctance to recommend statutory changes in the public's best interest. The details of the issue are not included in this report to preserve the confidentiality of an ongoing investigation. The reduced extension reflects the need for continued oversight.

MS. CUTRIS then directed attention to page 7 of the audit, which shows a scheduling of licensing statistics. She noted that there were 51 certified midwives and apprentices as of January 31, 2020.

MS. CURTIS turned to page 8, which depicted the schedule of fees. She said that the fees were raised in fiscal year 2017 (FY 17) to address a deficit, and as a result, the board has one of the highest occupational fees of any occupation.

MS. CURTIS turned to page 9, which included a schedule of revenues and expenditures showing that the board had a deficit of just over \$19,000 as of January 2020. She explained that at the time of the audit, the management of the Division of Corporations, Business and Professional Licensing (DCBPL) was of the opinion that the deficit would be fully resolved by the end of FY 21.

MS. CURTIS read excerpts of the recommendations on pages 11 and 12, which read as follows [original punctuation provided]:

Recommendation 1

The board should recommend statutory changes that benefit the public.

The board identified a need to change certification statutes to align Alaska's midwifery laws with national standards. However, due to the legal costs

involved with the project, the board did not recommend statutory changes.

#### Recommendation 2

DCBPL's chief investigator should ensure investigations are completed timely.

Three cases open over 180 days from July 2016 through January 2020 were evaluated by auditors. All three were found to have unjustified periods of inactivity ranging between 54 and 114 days. It was also noted that supervisory review of two of the three cases was not documented as required by DCBPL procedures, indicating review did not occur or did occur and was not documented. According to DCBPL staff, the inactivity was the result of turnover and competing priorities.

#### Recommendation 3

The board should improve oversight of the peer review process.

The board delegated peer reviews to the Midwives Association of Alaska's Action and Accountability Committee. However, the board did not establish procedures to provide assurance that reviews were adequately completed. The board did not consider the need for or importance of monitoring the peer review process.

According to AS 08.65.030(b), the board may, by regulation, require a CDM undergo a uniform or random period of peer review to ensure quality of care. Inadequate monitoring of the peer review process increases the risk that the reviews will be deficient, which increases the risk to public safety.

MS. CURTIS directed attention to page 23, which discussed responses to the audit. She noted that the commissioner of the Department of Commerce, Community and Economic Development (DCCED) did not respond to Recommendations 1 and three because these recommendations were directed only to the board. In response to Recommendation 2, regarding improving the timeliness of investigation, the commissioner shared that the department

was adding an additional supervisory position to assist with the caseload.

MS. CURTIS directed attention to page 27, which included the board chair's response to the audit. She explained that the chair expressed disappointment with the "short, two-year extension recommendation." Regarding Recommendation 1, to pursue statutory changes when needed, she said that the chair characterized the board's inaction as "justified" because it was a way to reduce costs, and further noted that the board chair expressed that the board should not be penalized for practicing what was characterized as "fiscal responsibility." In response to Recommendation 2, regarding the timeliness of the investigative process, Ms. Curtis said the board chair concurred with the recommendation but was not of the opinion that it should impact the extension recommendation. She said that the board chair concurred with Recommendation 3.

4:10:00 PM

BETHEL BELISLE, Chair, Board of Certified Direct-Entry Midwives, said that the audit caused several concerns and discussed the peer review process as addressed in Recommendation 3, which the board delegates to the Midwives Association of Alaska's Action and Accountability Committee (AAC), composed of members of the Board of Certified Direct-Entry Midwives who have been voted in by other members. She explained that when a chart includes certain circumstances, which could include emergency transport, care in the Neonatal Intensive Care Unit (NICU), or the death of a mother and baby, the chart is then submitted to AAC. The committee reviews the chart to determine whether the midwife broke any statutes or regulations; if so, AAC sends the charges to the full board for review. At the time of the audit, she said, there were no charts being sent to the board. In response to the determination by the audit that AAC was not "doing its proper job," the board initiated an audit that called for a complete review of all charts submitted since 2014. She shared that, while the review committee has found nothing to indicate that AAC has failed to do its job, the board has begun the process of revamping the peer review committee, giving midwives the ability to have confidential peer review but giving the board complete oversight over any outcome that requires emergency services in NICU stay or death.

MS. BELISLE then addressed the Recommendation 1 from the audit, identified as a need to change certification statutes to align Alaska's midwifery laws with national standards. She

characterized this change as "difficult" and expressed that Alaska has always been a leader in the standard of midwifery care, and that all current statutes meet or exceed the Certified Professional Midwife (CPM) model. The licensure fee is \$3,800 every two years, she said, and the fiscal responsibility of the board is to pay off debt. She concluded that she would like the board's sunset audit be changed to four years rather than two years, due to the progress that the board has already made.

[4:13:42 PM](#)

CO-CHAIR FIELDS asked Ms. Belisle to explain the difference between a certified nurse midwife and a certified direct-entry midwife. He then asked whether the legislature's action on HB 117 would have any impact on Alaskans who receive care from certified nurse midwives.

MS. BELISLE responded that certified nurse midwives are nurses who have gone through higher education and have a larger scope of practice than certified direct-entry midwives. She said that CDE midwives go through the process of doing an apprenticeship followed by a national exam and have a much narrower scope of practice than certified nurse midwives. She explained that the standard she referenced earlier is called "certified professional midwife," which is a national certification that acknowledges a nurse midwife has met or exceeded a minimal level of practice standards. She stated that a change in the sunset date would not impact certified nurse midwives in any way.

[4:15:06 PM](#)

CO-CHAIR SPOHNHOLZ asked Ms. Belisle to describe the alignment of educational standards in Alaska to national standards, and what would be involved in the changes.

MS. BELISLE explained that certified nurse midwives, until recently, were required to have taken a course of study approved by the Board of Certified Direct-Entry Midwives, which was generally sourced from an online school and did not involve college credit. In 2020, she said, the standards were changed to require that, in order to become a midwife, courses be taken through a school accredited by the Midwife Education Accreditation Council (MEAC). She expressed that MEAC-accredited schools limit the ability of practitioners to become midwives because they're online schools that include components requiring students to travel for different skills workshops. She said that the cost of a MEAC-accredited school has limited



the number of apprentices applying for licensure. She said that the national standard referenced in the audit states "any method to midwifery," which could mean that the board could return to what was originally used as an approved course of study.

CO-CHAIR SPOHNHOLZ asked Ms. Belisle whether she is suggesting that aligning Alaska's standards with MEAC accreditation standards would be rolling back standards in the state.

MS. BELISLE responded that it would be widening the standards. She said that every midwife has to take part in the apprenticeship model and then the national test. She explained that currently, it is limited to the MEAC schooling in the form of a "college type" degree, but if expanded to the national CPM standard, it would allow for either option. She noted that she recently resumed her training to take the MEAC courses and is of the opinion that widening the standards would be preferable, because passing the national test is what really matters.

CO-CHAIR SPOHNHOLZ asked Ms. Belisle to describe the time commitment by midwives during apprenticeship training in Alaska.

MS. BELISLE responded that the board requires a minimum of 100 prenatal visits, a minimum of 65 births including observing, assisting, and primary care, and a minimum of 100 post-partum visits and newborn exams.

[4:18:40 PM](#)

REPRESENTATIVE MCCARTY recalled Ms. Belisle's earlier comments about the fiscal responsibility to pay down debt. He asked what the debt is and the reason for it.

MS. BELISLE replied that she only recently joined the board and said that a subsequent testifier could likely answer that question better. She stated that the debt was incurred about eight years ago and was "several hundred thousand" dollars in investigations that were applied to the board.

[4:19:39 PM](#)

SARA CHAMBERS, Director, Division of Corporation, Business, and Professional Licensing, Department of Commerce, Community and Economic Development, responded to Representative McCarty's question. She said that the board has approximately 50 licensees, which she said is a "small number," but has the same resources for investigative activity as any other board. She

explained that the reason for this is that AS 08.01.065 requires all licensing programs to be self-funded. She said that there is a greater chance of serious investigations in the medical industry, and licensees will often challenge and appeal board decisions. There have been significant investigations and appeals for which the board has incurred legal costs, she said, and expressed that a board regulating a large number of licensees would not have incurred that level of debt because there would be a sufficient number of licensees to pay these fees.

[4:21:52 PM](#)

REPRESENTATIVE MCCARTY asked how many licensees are needed to make the board self-sustaining.

MS. CHAMBERS replied that the licensee fees were increased several years ago. She said that the number of licensees required to make the board self-sustaining isn't known because there are too many factors that can't be enumerated. She recalled that there was discussion during a different legislative audit that it might make sense to merge this board with another, but the board and the industry shared that it would strongly prefer to remain autonomous. She concluded that for the second quarter ending December 31, 2020, the board posted its first surplus for the year to date.

REPRESENTATIVE MCCARTY expressed his understanding that the board has enough licensees to exist, but investigations have caused the debt. He said that his experience lends him the understanding that investigations have a "cap" in order to ensure that any individual board is not overburdened by investigative costs.

MS. CHAMBERS replied that capping investigative costs is an idea that the department has tried to bring to the attention of the legislature for years. She alluded to an unsuccessful bill that would have created a cost equalization model.

[4:26:06 PM](#)

REPRESENTATIVE SNYDER asked Ms. Chambers whether she could speak about the magnitude of the anticipated legal costs associated with aligning Alaska's midwifery standards with national standards.

MS. CHAMBERS expressed her belief that there was a misunderstanding on the part of the previous board about the cost, and that there would not have been a great legal cost. She said the claim by the board doesn't make sense to her because seeking a legislative sponsor would not come with a cost. She noted that Ms. Belisle, the board chair, was not on the board at the time of the confusion.

[4:27:45 PM](#)

REPRESENTATIVE KAUFMAN asked Ms. Belisle whether there would be hardship imposed by the two-year extension period proposed under HB 117, and whether it would have a tangible impact on the board's ability to operate.

MS. BELISLE replied that it feels very "heavy" to know that certain actions could potentially change the entire way certified direct-entry midwives operate. She expressed that while extending the sunset date by only two years wouldn't have a tangible impact on the board's ability to operate, she said that "we'll be right back where we are today."

[4:28:55 PM](#)

CO-CHAIR SPOHNHOLZ asked Ms. Belisle whether it's possible that approving a two-year extension at this time might give the board the opportunity to document some of the changes being made. She shared her understanding that the board is in the process of implementing changes, and she suggested that a two-year extension could possibly give the board the opportunity to complete and document those efforts and later seek an eight-year extension from the committee.

MS. BELISLE replied that it would motivate the board to complete the changes. She said that the peer review process will be completed in April 2021, which is also when the statutory changes will be completed.

[4:30:00 PM](#)

REPRESENTATIVE KAUFMAN asked Co-Chair Fields whether there would be a benefit to hearing HB 117 in the House Health and Social Services Standing Committee as well.

CO-CHAIR FIELDS responded that board renewals typically go through the House Labor and Commerce Standing Committee, notwithstanding the subject matter.

4:30:38 PM

The committee took an at-ease from 4:30 p.m. to 4:31 p.m.

**HB 132-SCHOOL APPRENTICESHIP PROGS; TAX CREDITS**

4:31:28 PM

CO-CHAIR FIELDS announced that the next order of business would be HOUSE BILL NO. 132, "An Act relating to technical education and apprenticeships; relating to concurrent vocational education, training, and on-the-job trade experience programs for students enrolled in public secondary schools; relating to child labor; and providing for an effective date."

4:31:44 PM

JOHN HAKALA, State Director, Office of Apprenticeship, Employment and Training Administration, U.S. Department of Labor, offered a PowerPoint presentation [hard copy included in the committee packet], titled "Registered Apprenticeship in Alaska; Providing a Foundation for Career Success and Skilled Workers for Businesses," and began on slide 2, "Agenda," which read as follow [original punctuation provided]:

- Apprenticeship 101
- Registered Apprenticeship in Alaska
- Youth Apprenticeship Framework
- Quality Pre-Apprenticeship Framework
- Funding Announcement
- Questions

MR. HAKALA advanced to slide 3, "What is Registered Apprenticeship?" and explained that he went through an apprenticeship program and became a journeyman electrician as a result of his apprenticeship. The slide read as follows [original punctuation provided]:

- Registered Apprenticeship is a national training system that combines paid learning on-the-job and related technical instruction in a skilled occupation.
- The purpose of a Registered Apprenticeship program is to enable employers to develop and apply industry standards to training programs

that can increase productivity and improve the quality of the workforce.

MR. HAKALA paraphrased slide 4, "Federal Requirements," which read as follows [original punctuation provided]:

- On-the-job training plan
- Provisions for organized related instruction
- Progressive wage schedule
- Adequate and safe equipment and facilities for training
- Established apprentice progress evaluation
- Qualified training and supervision
- EEO Pledge
- Minimum Age = 16 years

[4:35:58 PM](#)

MR. HAKALA proceeded to slide 5, "Office of Apprenticeship (OA)," and noted that he has worked in this office for almost 23 years. He paraphrased the slide, which read as follows [original punctuation provided]:

- Established by the National Apprenticeship Act of 1937 (Fitzgerald Act)
- The purpose of the Fitzgerald Act is to set forth labor standards to safeguard the welfare of apprentices & promote apprenticeship opportunity with industry
- OA is a program office of the Employment & Training Administration of the U.S. Department of Labor

MR. HAKALA advanced to slide 6, "OA Functions & Services," which read as follows [original punctuation provided]:

- Registration agency
- Promotion and expansion of apprenticeship
- Assist potential sponsors in developing apprenticeship training standards
- Coordinates services with employment and training programs
- Conduct program reviews and quality assessments
- Provide on-going technical assistance

- Integration of apprenticeship with workforce system
- State-Federal Apprenticeship Partnership

MR. HAKALA presented slide 7, "Apprenticeship Framework," which read as follows [original punctuation provided]:

- Structured on-the-job learning (OJL)
- Supervision by qualified mentors
- Combines related technical instruction (RTI)
- "Earn while you learn" format
- Adaptable and industry-driven
- Time, hybrid, or competency-based approaches
- Industry recognized certifications are portable

[4:41:03 PM](#)

CO-CHAIR SPOHNHOLZ asked whether the "earn while you learn" format applies to all apprenticeships in Alaska.

MR. HAKALA responded that every registered apprenticeship program must have a progressive wage schedule and are all "earn while you learn." He explained that fields such as midwifery or hairdressing include the term "apprentice" in employment contracts, however this is not connected to the registered apprentice programs managed by his office. He recalled his experience working with midwives in trying to help them develop an approved occupation to become registered nationally as apprentices, but his office didn't get to the point where the midwives could submit the occupation. He shared his understanding that the midwife occupation has quite a lot to consider moving forward. He concluded that the "earn while you learn" format is imperative and must include defined entry wages and a structure for wages to scale according to experience.

CO-CHAIR SPOHNHOLZ shared her understanding that "registered" is the operative word as it relates to the "earn while you learn" format. She asked Mr. Hakala what the barriers would be to becoming registered in other fields, such as hairdressing.

MR. HAKALA replied that he would love for every occupation to be "apprentice-able" in Alaska. If an industry is implementing an apprenticeship model, he said, it would have the apprenticeship framework in place, and the industry would work with his office. Many industries are already doing about 80 percent of what the apprenticeship model does, he said, such as incremental pay

raises. He noted that it is a difficult question to answer because each industry is so different.

4:45:16 PM

REPRESENTATIVE KAUFMAN asked for the definition of registered apprenticeship.

MR. HAKALA replied that regulations are discussed on the final page of the presentation. The primary regulations from the Code of Federal Regulations that drive his office are 29 CFR Part 29 Subpart A and 29 CFR Part 30. He said that he will distribute those regulations to the committee.

4:46:34 PM

CO-CHAIR FIELDS listed progressive wages, the mentor ratio, related technical instruction, and on-the-job training as some of the benchmark components to apprenticeship. He asked Mr. Hakala to share any other benchmark components for apprenticeship.

MR. HAKALA directed attention back to slide 7 of his presentation, which detailed the apprenticeship framework. He emphasized the requirements for oversight of apprentices and noted that apprentices need a minimum of 144 hours per year of related technical instruction. He noted that there are 23 standards which must be met in order to be considered a registered apprenticeship program.

CO-CHAIR FIELDS asked Mr. Hakala for an outline of the structure of the on-the-job learning framework and for more details on the standards of apprenticeship.

MR. HAKALA responded that the core of the program is on-the-job learning, which is supplemented by related technical instruction. When the program was designed, he said, it was intended to supply all information "from A to Z" to an apprentice about a chosen profession. He explained that companies sometimes approach him but only intend to provide apprenticeship and training for a portion of the occupation, but such an arrangement wouldn't be considered for the registered apprenticeship program because it is the goal of the program for apprentices to learn every component. He said that O\*NET Online [www.onetonline.org] is a good resource for seeing the tasks and detailed work activity of various occupations.

4:50:39 PM

REPRESENTATIVE KAUFMAN directed attention to the faith-based organizations listed as apprenticeship partners on slide 8 [to be presented]. He asked what an apprenticeship at a faith-based organization would look like.

MR. HAKALA responded that there were initiatives a few years ago by faith-based organizations that helped with recruitment. He said that large organizations often conduct outreach activities to get assistance in recruitment and will announce position openings to various organizations including faith-based organizations, which could include community or Alaska Native organizations. Such organizations can also become program sponsors for youth or adult occupations.

4:52:06 PM

MR. HAKALA continued his presentation with slide 8, "Apprenticeship Partners," which read as follows [original punctuation provided]:

- Businesses & Employer Associations
- Labor Organizations
- Educational Institutions
- Workforce Intermediaries
- Alaska Native Organizations
- Community-based Organizations
- Faith-based Organizations
- Government Agencies
- Workforce System
- Apprenticeship Grantees

MR. HAKALA proceeded to slide 9, "How is Apprenticeship Different from Other Work-based Learning Models?", which read as follows [original punctuation provided]:

Apprenticeship training is distinguished from other types of workplace training by several factors:

- (1) Apprenticeships are jobs! Apprentices earn wages from their employers during training;
- (2) Apprenticeship programs provide on-the-job learning and job-related classroom training;
- (3) On-the-job learning is conducted in the work setting under the direction of a mentor(s); and



(4) Training results in an industry-recognized and portable credential.

4:55:41 PM

REPRESENTATIVE SNYDER asked Mr. Hakala whether he could provide a range of apprentice wages.

MR. HAKALA replied that in the trades, apprentices may earn "quite a lot of money," beginning at 50 percent of the journey worker's scale, which in the private sector could be anywhere from \$25 to \$45 per hour. Health care occupations, he said, earn less as a whole and apprentices may start at \$12 per hour, finishing at \$18. He noted that earnings can generally be higher in rural Alaska, but still vary greatly. He said that he occasionally assists organizations in developing wage schedules, using resources such as the Research and Analysis website through the Department of Labor and Workforce Development, which details wages across Alaska. He recalled challenges in determining pay scale for apprentices in the early childhood development industry, with organizations wanting apprentice wages to be on par with those of employees with bachelor's degrees. He observed that an apprentice who completes the program always earns more than the individual would have otherwise and has additional opportunities for managerial progressions within the company.

4:58:45 PM

CO-CHAIR SPOHNHOLZ asked Mr. Hakala to detail apprenticeships in early childhood education that take place in Alaska.

MR. HAKALA responded that it's a two-year, early child development apprenticeship program with opportunity he described as "gigantic." He shared that he is confident that if he were to start having conversations with the early childhood development community in Alaska, an apprenticeship program could be achieved. Non-profits, however, depend more on "soft funds" than do labor management programs that are able to fund their own training centers; this is a limiting factor, he said, because program development becomes more difficult when funding comes from sources like grants.

5:01:00 PM

CO-CHAIR FIELDS commented that construction jobs are "living wage" jobs, while the same is not true with regards to

childcare. If a living wage is not offered, he said, it is difficult to support an apprenticeship program.

5:01:30 PM

MR. HAKALA added that Alaska Primary Care was a result of an American Apprenticeship Initiative grant. He said that although the program did not easily come together in the beginning, the program is now "beautiful," with the addition of occupations such as pharmacy tech. He said that with regards to early childhood development, he was unable to convince the University of Alaska to work with him on a curriculum, so instead his office works with a university in Virginia that agreed to share the school's curriculum.

MR. HAKALA continued his presentation on slide 10, "Benefits for Apprentices," which read as follows [original punctuation provided]:

- Skill development
- Earn and learn
- Career pathway to higher skills and wages
- Career advancement opportunities
- Training under the guidance of qualified mentors
- Nationally recognized credentials
- College credits
- Apprentices graduates earn up to \$300 thousand dollars more during their careers than non-apprentice workers

MR. HAKALA moved to slide 11, "Benefits for Businesses," which read as follows [original punctuation provided]:

- Increase employee retention
- Effective recruitment tool
- Cost-efficient training model
- Trained and educated workforce
- Transfer of knowledge, skills and expertise
- Improved quality of services & client care
- Develops future leadership
- Invest in your community
- On average, employers realize an average return on investment of \$1.47

5:05:24 PM

MR. HAKALA continued to slide 12, "Benefits for Alaska - Social & Economic," which read as follows [original punctuation provided]:

- Stabilize the Alaskan workforce
- Learn and train locally
- Employed apprentices purchase goods, services, vehicles, snowmobiles, 4-wheelers, boats, airplanes and homes.
- Increase supply of highly skilled Alaskan workers
- Reduce recruitment of out of state workers
- Future business leaders
- Aligns with and advances goals of key workforce system initiatives
- Every \$1 invested in apprenticeships leads to a public return of approximately \$28 in benefits

[5:06:18 PM](#)

CO-CHAIR FIELDS interjected to encourage members to look at the extensive trend articles released by the Research and Analysis Division of the Department of Labor and Workforce Development, which studied this issue in 2009 and again in 2019.

[5:06:41 PM](#)

MR. HAKALA noted that registered apprenticeship wasn't written into the Workforce Investment Act of 1998 (WIA), and his office at the USDOL was figuring out how to integrate apprenticeships with the WIA. Registered apprenticeship was written into the Workforce Innovation and Opportunity Act of 2014 (WIOA), and Mr. Hakala said that, due to the components inherent to the design of the registered apprentice model, such as structured training, mentorship, pre- and post-employment earnings, the registered apprenticeship model fits well with WIOA.

MR. HAKALA moved to slide 13, "Apprentices in Alaska," which read as follows [original punctuation provided]:

- Registered apprenticeship is a proven workforce development strategy that supports local economies, builds worker skills, and establishes career pathways to higher levels of employment and wages.

- Registered apprenticeships in the construction and building trades have been active in Alaska since the 1940's.
- Registered apprenticeships in Alaska train union and non-union apprentices in 68 occupations, 16 occupation groups/industries, and in 21 borough/census areas.
- Hundreds of millions of private dollars have been invested in apprentices and apprenticeship training centers across the state.

[5:08:57 PM](#)

CO-CHAIR FIELDS asked Mr. Hakala about the annual cost, per apprentice, in a National Electrical Contractors-Association International Brotherhood of Electrical Workers (NECA-IBEW) apprenticeship.

[5:09:16 PM](#)

MR. HAKALA replied that it varies. Labor management programs have a dedicated amount to invest in workforce training, such as paying \$1 per hour into a training fund. He said that investing in workforce training is how the registered apprenticeship programs survive, and he explained that the soft-funded programs take a different viewpoint on sustainability. He said he tries to help those programs establish a fee structure and business model for a path to sustainability.

[5:11:04 PM](#)

REPRESENTATIVE KAUFMAN asked Mr. Hakala whether committee members can view the various revenue streams that fund the registered apprenticeship program. He asked, "Is there veterans' money that goes into these programs as well, similar to other continuing education?"

MR. HAKALA responded that programs typically use the State Training & Employment Program (STEP) for funding, in addition to funds from WIOA, with the funds generally distributed through the job centers. There are a variety of funding streams, he said, and there are active federal apprenticeship expansion grants in Alaska right now. He said that his office doesn't help fund the programs, he simply designs them and determines how to make the programs efficient and cost-effective. He noted that registered apprenticeship programs are also pre-approved for the Government Issue (GI) Bill, which could include all

costs related to college such as tuition or the differential between the entry-level apprentice wage and the journey wage.

5:14:33 PM

CO-CHAIR FIELDS announced that the committee would recess to the call of the chair.

6:37:31 PM

CO-CHAIR FIELDS called the House Labor and Commerce meeting back to order at 6:37 p.m. Representatives Fields, Snyder, Schrage, and McCarty were present at the call back to order. Representatives Spohnholz and Nelson arrived as the meeting was in progress.

6:37:41 PM

MR. HAKALA told committee members that he sent an email to Co-Chair Fields that included apprenticeship standards and occupation schedules for veterinary technicians, pipe and operation technicians, airframe and power plant mechanics, and a couple of medical occupations. Also included in the email were 10 examples of potential funding streams, which Representative Kaufman had asked about, and he said that apprenticeship starting wages range from \$15 to \$28 per hour across all occupations in Alaska, with exit wages up to \$48 per hour.

MS. HAKALA resumed his presentation with slide 14, "Apprenticeship in Alaska," which read as follows [original punctuation provided]:

- Program Sponsors = 283
- Multi employer = 22
- Single employer = 261
- Total employers participating = 796
- 68 active apprenticeship occupations
- 16 occupation groups/industries
- Primarily in construction & extraction;  
installation, maintenance & repair, and  
healthcare categories
- Total Active Apprentices = 1931

6:40:00 PM

CO-CHAIR FIELDS interjected to verify whether both multi-employer and single employer sponsors could be union or non-union.

MR. HAKALA replied that is correct, and he said that the majority are non-union. He noted that the apprenticeship program is tailored to the needs of each employer.

[6:41:44 PM](#)

REPRESENTATIVE NELSON asked how long it takes for a registered apprentice to complete the program.

MR. HAKALA replied that the apprenticeship program is described in either hours or years and allows some leeway. For instance, he said, a four-year construction program might take 5 years to complete; depending on the occupation, the program can take anywhere from one to five years. He noted that construction apprenticeships can take longer due to cycles in the industry, but that health care occupations operate year-round, so those apprentices are more able to stay on a timeline.

REPRESENTATIVE NELSON asked whether the completion rate has increased from the 2014 level of 26 percent.

MR. HAKALA responded that the completion rate is a complicated formula using, in part, the apprenticeship start date plus one year. He said there's a probationary period wherein an apprentice can cancel their participation, and those don't count against the program's metrics. He said that in FY 20 the program saw 99 completions, whereas a typical year would have 225 -275 completions each year in the system. Some occupations have a higher cancellation rate than others, he said, but the overall annual completion rate within the national apprenticeship system is 41 percent.

REPRESENTATIVE NELSON expressed the understanding that 275 completions in 1,931 apprentices equates to a 7 percent completion rate, which, he said, is "a very small amount." He said that he would like to see more numbers.

MR. HAKALA replied that he doesn't disagree. He said that there are cancelations in every training program, and it's preferred that if the apprentice leaves the program it's done within the first year. He noted that there is a statistics page with current data for each state on the website [www.apprenticeship.gov](http://www.apprenticeship.gov).

[6:47:01 PM](#)

CO-CHAIR SPOHNHOLZ noted that it's likely that some apprentices are in multi-year programs.

MR. HAKALA said yes, programs such as electrician and pipefitting take 5 years, and each occupation has a different timeline for completion.

CO-CHAIR SPOHNHOLZ commented that the earlier characterization of the program as having a 7 percent completion rate is inaccurate, since many of the 1,931 apprentices in Alaska are in multi-year programs. She noted that with the healthcare apprenticeships being much shorter, one would expect to see a higher completion rate in those occupations.

[6:48:24 PM](#)

CO-CHAIR FIELDS interjected to comment that the primary care association has an "impressive" completion rate, but occupations in the traditional building trades have more participants, which is the reason for the efforts to expand the non-traditional building occupations.

[6:48:37 PM](#)

REPRESENTATIVE NELSON said that his comments about the 7 percent completion rate came from a study of Alaska economic trends between 2004 and 2014, encompassing all industries in the state, which said that "only 26 actually completed their apprenticeships, while only 56 percent cancelled or dropped out."

CO-CHAIR FIELDS asked whether shifting from one apprenticeship program to another would count as a cancellation.

MR. HAKALA said that the 2014 trends study included "bad numbers" and that the study was never vetted with his office before it was published. He suggested a longitudinal study from 2009 for reference, which he described as "accurate."

REPRESENTATIVE NELSON said that he would like to see the 2009 longitudinal study.

MR. HAKALA said, "It was a 10-year study: the Alaska [Economic] Trends [February] 2009 Apprenticeships in Alaska."

REPRESENTATIVE NELSON said that he referenced the 2014 study because the commissioner of the Department of Labor and Workforce Development, Heidi Drygas, had put her name on it.

MR. HAKALA stressed that the 2014 publication was "not accurate at all," and he described being upset that he wasn't asked to review it. He then asked Co-Chair Fields to repeat his question.

[6:51:19 PM](#)

CO-CHAIR FIELDS asked whether a transfer between apprenticeship programs constitutes a cancellation.

MR. HAKALA responded that apprentices used to be tracked by an identification (ID) number, which would be attached to the individual through their entire apprenticeship experience. Now, he said, it's easier to cancel an apprentice leaving a program and re-register the individual using a new ID number. He expressed that he understands the reason for doing so, even though he has "issues" with it. Should an employer lay off an apprentice, he said, which is common in construction, the apprentice needs to find a new sponsor; if everyone communicates, transition could happen with the original apprentice ID number. However, he said, very few people call him when leaving a program, so they end up re-registered with a new apprentice ID number.

[6:53:18 PM](#)

MR. HAKALA continued with slide 15, which displayed a chart showing the registered apprentices grouped by age. Of the 1,931 total apprentices, 822 are between 16 and 24 years old, with 2 16-year-olds, 3 17-year-olds, and 78 18-year-olds. He said, "For me, this legislation, this House Bill, is really important because what we're looking to do is create the environment for new program sponsors, for youth, to be registered." He said that the current stock of program sponsors are primarily programs who accept apprentices aged 18 and over, and if those younger than 18 are accepted, it's only one or two per year. He said that there is no true youth apprenticeship system in Alaska and that youths are not being recruited into the programs currently operating. He said, "They go out and maybe try college, maybe drop out - we were talking about completion rates, college has a pretty high dropout rate too, you know? - and so they kick soda cans for five or six years before maybe



they cycle back to an apprenticeship program." He stressed that's the urgency of this proposed legislation.

MR. HAKALA moved to slide 16, "High School Registered Apprenticeship," and noted that this area is very important. He said the career and technical education programs around the state, which have already been invested in and include high-quality training, could become program sponsors; however, like many nonprofits, programs need help making the connection with employers. Slide 16 read as follows [original punctuation provided]:

- High School (HS) Registered Apprenticeship programs combine work-based, on-the-job learning with relevant technical education in the classroom.
- Students who participate in these programs graduate with a high school diploma, may earn college credits, and national industry credentials.
- They also start on a career path that continues after high school graduation -whether that is a continuation of their registered apprenticeship along with college, college only, registered apprenticeship only, or other full-time employment.
- HS Registered Apprenticeships benefit businesses as well by providing a fresh source of talent developed from within their community.

MR. HAKALA presented slide 17, "High School Registered Apprenticeship," which included photos of apprentices working in different occupations, as well as a quote from Kayden Gilila, the first associate teacher apprentice in Akiak, Alaska. The quote on the slide read as follows [original punctuation provided]:

"I want to become a high school math teacher and teach in my village. I want to give my community someone who will be there for the kids and actually care about their education. I plan on teaching in the community for a long time. I want to be fortunate enough to be remembered as the teacher who cared and made a difference."

-Kayden Gilila, Senior 2021, Associate Teacher apprentice, Akiak School

[6:58:47 PM](#)

CO-CHAIR FIELDS explained to committee members that the Lower Kuskokwim School District helped develop the associate teacher program, with the participants using the apprenticeship to get halfway to a bachelor's degree in elementary education. He said that other school districts, with proper support, could put similar programs in place.

[6:59:14 PM](#)

MR. HAKALA paraphrased slide 18, "Youth Apprenticeship Considerations," which read as follows [original punctuation provided]:

- Does the sponsor/employer hire apprentices who are 16 -18 years of age as well as older applicants?
- Is it a program who's sole purpose is to serve youth?
- High Schools
- Youth organizations
- Community or Faith-based organizations
- Designing Youth Apprenticeships
- Behavioral competencies
- Flexibility to work/school schedule
- Intermediary responsibilities post-graduation (e.g., high schools)
- CTE credits for OJL and RTI
- Employer requirements

MR. HAKALA proceeded to slide 19, "Quality Pre-Apprenticeship," which read as follows [original punctuation provided]:

- Quality pre-apprenticeship programs contribute to the development of a diverse and skilled workforce by preparing participants to meet the basic qualifications for entry into one or more Registered Apprenticeship programs.
- Through a variety of unique designs and approaches, pre-apprenticeship programs can be adapted to meet the needs of differing populations being trained, the various employers

and sponsors they serve, and specific opportunities within the local labor market.

MR. HAKALA presented slide 20, "Quality Pre-Apprenticeship," which read as follows [original punctuation provided]:

- Pre-apprenticeship services and programs are designed to prepare individuals to enter and succeed in Registered Apprenticeship (RA) programs.
- These programs have a documented partnership with at least one Registered Apprenticeship program sponsor and together, they expand the participant's career pathway opportunities with industry-based training coupled with classroom instruction

MR. HAKALA advanced to slide 21, "Quality Pre-Apprenticeship," which read as follows [original punctuation provided]:

- Benefits for Participants:
- Career exploration
- Qualify to meet minimum standards for selection into RA programs
- Benefit from classroom and technology-based training
- Get started on career-specific training and career opportunities
- Develop literacy, math, and work readiness skills
- Advance into a Registered Apprenticeship Program

MR. HAKALA opined that career exploration should begin in middle school, and noted that child labor laws allow youth, with parental approval, to work beginning at age 14. He then proceeded to slide 22, "Alaska Quality Pre-Apprenticeship Framework," which read as follows [original punctuation provided]:

- Minimum Qualifications
- Recruitment Strategy
- Hands-on Training and Integrated Curriculum
- Industry Certifications
- Supportive Services
- Registered Apprenticeship Placement
- Partnerships and Collaborations

- Recognized by DOL&WD Division of Employment & Training Services

MR. HAKALA discussed the importance of a structured pre-apprenticeship framework and expressed that the USDOL has been working to develop the apprenticeship in Alaska. He then progressed to slide 23, "Resources," displaying links to various resources, which read as follows [original punctuation provided]:

DOL Apprenticeship Website: [www.apprenticeship.gov](http://www.apprenticeship.gov)

Youth Apprenticeship:  
[www.apprenticeship.gov/education/high-school-and-middle-school](http://www.apprenticeship.gov/education/high-school-and-middle-school)

Resource Hub: [www.apprenticeship.gov/resource-hub](http://www.apprenticeship.gov/resource-hub)

Investments: [www.apprenticeship.gov/investments-tax-credits-and-tuition-support](http://www.apprenticeship.gov/investments-tax-credits-and-tuition-support)

Alaska Department of Labor & Workforce Development:  
[www.jobs.state.ak.us/apprentice/index.html](http://www.jobs.state.ak.us/apprentice/index.html)

John P. Hakala, Alaska State Director,  
[hakala.john@dol.gov](mailto:hakala.john@dol.gov)

[7:07:49 PM](#)

MR. HAKALA concluded his presentation with slide 24, "Funding Announcement," and commented that each administration approaches apprenticeship programs differently. Slide 24 read as follows [original punctuation provided]:

**Funding Opportunity Number: FOA-ETA-21-07; \$87.5 million**

**Posted Date: March 17, 2021 | Closing Date for Applications: April 26, 2021**

The purpose of the State Apprenticeship Expansion and Innovation (SAEI) grant program is to support the development of new, or the expansion of existing, Registered Apprenticeship Programs (RAPs), as described in 29 CFR Part 29 (Subpart A) and 29 CFR Part 30. This also includes quality pre-apprenticeship programs that directly lead to grant funded RAPs

during the grant period of performance. The SAEI grants will support states to achieve the following goals:

- 1) Apprenticeship system expansion to support the development, modernization, and diversification of RAPs;
- 2) Partnership and alignment to support a One Workforce System vision;
- 3) Increasing the number of apprentices enrolled in RAPs; and
- 4) Innovation in apprenticeship expansion efforts to include program development and recruitment strategies.

[7:09:11 PM](#)

CO-CHAIR FIELDS, directing his comments to Ms. Riddle, said that he's of the understanding that there's not enough school district staff to work on establishing partnerships with employers for new apprenticeship and dual credit programs. He said that he would like to see DOLWD and EED pursue those funding opportunities in partnership with the school districts.

[7:10:10 PM](#)

CO-CHAIR SPOHNHOLZ asked whether the \$87.5 million is for the entire country, or if there are multiple grants for that amount.

MR. HAKALA said that it's the funding for the entire country, but the minimum award would be \$2 million, which would be enough to fund the initiatives as described by Co-Chair Fields. He said that "very few" states have the job training and workforce initiatives as does Alaska.

[7:11:18 PM](#)

REPRESENTATIVE MCCARTY commented on empowering the workforce.

[7:12:12 PM](#)

MR. HAKALA mentioned that the University of Alaska utilized funds from the Alaska Technical Vocational Education Program (TVEP) to pay for an apprenticeship coordinator, and University of Alaska Anchorage used those funds to develop the curriculum for the aircraft maintenance technician program, which was based on the premise of making the program available for registered

apprentices. He said that HB 132 would help in that development.

[7:12:58 PM](#)

REPRESENTATIVE NELSON asked Mr. Hakala to confirm that the state has not received the \$87.5 million grant described on slide 24.

MR. HAKALA confirmed Representative Nelson's understanding and he said that the funding was announced five days earlier.

REPRESENTATIVE NELSON expressed concern for funding the apprenticeship programs, even with the grant money.

[7:14:13 PM](#)

CO-CHAIR FIELDS suggested moving on the proposed legislation and subsequently parsing the question of funding.

[7:14:29 PM](#)

REPRESENTATIVE SCHRAGE moved to adopt the committee substitute (CS) for HB 132, Version 32-LS0476\G, Klein, 3/19/21, as the working document.

[7:14:44 PM](#)

REPRESENTATIVE NELSON objected for purposes of discussion.

[7:14:49 PM](#)

CO-CHAIR FIELDS explained that the CS removed HB 108, which will be considered separately. Also in the CS, he said, were some technical changes recommended by Mr. Hakala, as well as language ensuring that the proposed tax credit would work for nonprofits.

[7:15:35 PM](#)

The committee took a brief at-ease.

[7:15:38 PM](#)

A roll call vote was taken. Representatives Snyder, Spohnholz, Fields, Schrage, and McCarty voted in favor of adopting the CS for HB 132, Version 32-LS0476\G, as the working document. Representative Nelson voted against it. Therefore, by a vote of

5-1, the CS for HB 132 ("Version G") was before the House Labor and Commerce Standing Committee as the working document.

[7:17:13 PM](#)

REPRESENTATIVE SCHRAGE moved to adopt Amendment 1, labeled 32-LS0476\G.1, Klein, 3/22/21, which read as follows:

Page 5, line 27:

Delete "\$1,000"

Insert "(1) \$1,000 for an apprentice who is not a veteran;

(2) \$1,500 for an apprentice who is a veteran"

Page 6, following line 4:

Insert a new subsection to read:

"(f) In this section, "veteran" means an individual who was honorably discharged from service in the

(1) armed forces of the United States, including a reserve unit of the armed forces of the United States; or

(2) Alaska Territorial Guard, the Alaska Army National Guard, the Alaska Air National Guard, or the Alaska Naval Militia."

[7:17:11 PM](#)

CO-CHAIR FIELDS objected for purposes of discussion.

[7:17:14 PM](#)

REPRESENTATIVE SCHRAGE explained that Amendment 1 would increase the tax credit to \$1,500 for veterans and provides for a definition of "veteran."

[7:17:41 PM](#)

REPRESENTATIVE NELSON noted that veterans already have parts of training paid for, and sections of the Government Issue (GI) Bill fund training also. He asked whether the incentive is really needed.

[7:18:05 PM](#)

REPRESENTATIVE SCHRAGE explained that tax credit is for the employers, not the apprentice, and that it would incentivize businesses to hire veterans.

[7:18:28 PM](#)

CO-CHAIR SPOHNHOLZ expressed her support of Amendment 1 and noted Alaska's longstanding support of veterans.

[7:19:09 PM](#)

REPRESENTATIVE MCCARTY voiced his approval of Amendment 1 but asked whether there are already tax credit incentives.

CO-CHAIR FIELDS answered that Alaska does not currently have an apprenticeship tax credit. He said that Amendment 1 mirrors some policy in place in Montana. He also clarified that the amendment would be incentivizing the employer to hire veterans.

REPRESENTATIVE MCCARTY asked, "If there's already money that's going to employers for the payroll of veterans, that's kind of like a credit in itself." He mentioned "other Alaskans that don't have such a privilege" and asked whether there exists an "overappreciation" of veterans which serves to focus on job creation for veterans as opposed to the non-veteran population.

[7:20:47 PM](#)

REPRESENTATIVE NELSON commented that there already exist federal regulations that limit training to "75 or 85 percent of a class has to be limited to just veterans." He expressed that there could be apprenticeship classes full of veterans.

[7:21:43 PM](#)

REPRESENTATIVE SNYDER noted for the record that she is the co-sponsor of the amendment. She commented on the need to ensure that veterans, being overrepresented in terms of being eligible for other benefits, are not having their needs "over-addressed" compared to other groups. She said that in previous hearings the committee has heard testimony about the importance of gainful employment for veterans. She described a family member's struggle with PTSD upon return from deployment and said that she wished a program such as this was available at the time. She said, "Everything that we can do to add to making sure we have a smooth experience for our veterans coming back, I think we should take that opportunity."



[7:23:16 PM](#)

CO-CHAIR FIELDS withdrew his objection.

[7:23:26 PM](#)

REPRESENTATIVE NELSON objected.

[7:23:33 PM](#)

REPRESENTATIVE SCHRAGE expressed approval of Representative Snyder's comments and said that there is a "substantial, demonstrated" need for opportunities for veterans. He stated that Alaska has a large military presence as well as a shortage of skilled workers. He said that with the future funding, including the federal infrastructure package, this "could not come at a better time."

[7:24:19 PM](#)

REPRESENTATIVE NELSON explained that he supports the concept of Amendment 1 and noted that he is the only actively serving military member on the committee. He stated his belief that the proposed legislation focuses too narrowly on apprenticeships and should also include internship, externships, and on-the-job training.

[7:24:56 PM](#)

A roll call vote was taken. Representatives McCarty, Schrage, Snyder, Spohnholz, Nelson, and Fields voted in favor of adopting Amendment 1. No one voted against it. Therefore, Amendment 1 was adopted by a vote of 6-0.

[7:25:47 PM](#)

CO-CHAIR FIELDS opened public testimony on CSHB 132(L&C). After ascertaining that there was no one who wished to testify, he closed public testimony.

[7:26:04 PM](#)

REPRESENTATIVE SCHRAGE moved to report CSHB 132(L&C), Version 32-LS0476\G, Klein, 3/19/21, as amended, out of committee with individual recommendations and the accompanying fiscal notes.

[7:26:20 PM](#)

REPRESENTATIVE NELSON objected.

[7:26:26 PM](#)

REPRESENTATIVE NELSON said that he supports the concept of the proposed legislation but believes there has not been enough time in committee for it to be properly vetted. He characterized HB 132 as a "very in-depth, comprehensive bill" and stated that he does not believe in a "one-prong approach" to adequately meet the needs of the state's students and workforce. He stated his desire to see a broader array of educational options and expressed concern with the tax credit being applicable only to the business who hire apprentices.

[7:27:43 PM](#)

CO-CHAIR FIELDS commented that the committee would be considering HB 108, which would take a broader approach in dealing with workforce development programs for youth.

[7:27:58 PM](#)

REPRESENTATIVE MCCARTY opined that this is "a great discussion" with no easy solution. He said that considering both HB 132 and HB 108 would strengthen youth workforce training.

[7:28:41 PM](#)

A roll call vote was taken. Representatives McCarty, Snyder, Fields, Spohnholz, and Schrage voted in favor of the motion to report CSHB 132, Version 32-LS0476\G, Klein, 3/19/21, as amended, out of committee with individual recommendations and the accompanying fiscal notes. Representative Nelson voted against it. Therefore, CSHB 132(L&C), was amended, was reported out of the House Labor and Commerce Standing Committee by a vote of 5-1.

**CONFIRMATION HEARING(S)**  
**Alaska Labor Relations Agency**  
**State Board of Registration for Architects, Engineer & Land**  
**Surveyors**  
**Workers' Compensation Appeals Commission**  
**State Board of Physical Therapy & Occupation Therapy**

[7:29:21 PM](#)

CO-CHAIR FIELDS announced that the final order of business would be confirmation hearings for governor's appointees to the Alaska Labor Relations Agency, the State Board of Registration for Architects, Engineer & Land Surveyors, the Workers' Compensation Appeals Commission, and the State Board of Physical Therapy & Occupation Therapy.

CO-CHAIR FIELDS announced that the House Labor & Commerce Committee had reviewed the qualifications of the Governor's appointees and recommended that the names be forwarded to a joint session for consideration: Tyler Andrews for the Alaska Labor Relations Agency; Fred Wallis, Robert "Bob" Bell, Jeffrey Garness, Loren Leman, Edward Leonetti, and Randall Rozie for the State Board of Registration for Architects, Engineers & Land Surveyors; Deidre Ford and Amy Steele for the Workers' Compensation Appeals Commission; and Lisa Radley, Rebecca Dean, and Jodi Pfieffer for the State Board of Physical Therapy & Occupation Therapy. He said that signing the reports regarding appointments to boards and commissions in no way reflects an individual member's approval or disapproval of the appointees, and the nominations are merely forwarded to the full legislature for confirmation or rejection.

[7:30:28 PM](#)

#### **ADJOURNMENT**

There being no further business before the committee, the House Labor and Commerce Standing Committee meeting was adjourned at 7:30 p.m.